DOCUMENT RESUME

ED 051 917 RC 004 826

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TITLE	Some Suggestions for Librarians in High Schools with Native American Students. NATAM XIV.
INSTITUTION	Minnesota Univ., Minneapolis.
PUB DATE	May 71
NOTE	21p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indian Culture, Curriculum Planning, High Schools, *Librarians, *Library Programs, Library Services, *School Libraries, *Student Needs

ABSTRACT

Intended as a unit for librarians to use in developing and maintaining a library program which will provide information and services regarding the American Indian, this paper discusses the role and program of the high school library in promoting Indian culture and contributions. The unit is designed for schools which have Indian students as well as schools needing to incorporate minority history and sensitivity into the total school curriculum. General objectives for a library program, specific objectives for library programs emphasizing the American Indian, suggestions for librarians working with Indian students, and suggested contributions of the librarian to total curriculum planning are presented. (JH)

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SOME SUGGESTIONS FOR LIBRARIANS IN HIGH SCHOOLS WITH NATIVE AMERICAN STUDENTS

NATAM XIV

by

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Center for Urban and Regional Affairs

Training of Teacher Trainers Program
College of Education

Minnesota Federation of Teachers

University of Minnesota
Minneapolis, Minnesota

May, 1971

PO 004826

A Note on the First NATAM Curriculum Series

During the Spring of 1970, a special University of Minnesota course in Indian education was offered through the College of Education and the General Extension Division to public school teachers in the school system of Columbia Heights, a Minneapolis suburb. This course--which was taught in Columbia Heights--was arranged and specially designed as a result of a request from Columbia Heights school officials and teachers to Mr. Gene Eckstein, Director of Indian Upward Bound. (Indian Upward Bound is a special Indian education program funded by the U.S. Office of Education, the University of Minnesota, and the Minneapolis Public Schools. It operates at two inner-city Minneapolis junior high schools, and functions under the control of an all-Indian board of directors.) In addition to the usual on-campus course requirements, such as reading, enrollees were given special lectures by invited Indians in addition to the person responsible for accreditation, Dr. Arthur Harkins. Lecturers were compensated for their contributions by a special fee paid by the course enrollees. A complete listing of the lecture sessions follows:

April 1, 1970 — Mr. Charles Buckanaga (Chippewa) "Indian Americans and United States History" Mr. Buckanaga presented a brief resume of the relationship of the American Indian and the in-coming European Cultures. He also discussed a three-dimensional view of historical data, emphasizing the development of gradual feelings toward and the eventual end result of the native Americans.

April 8, 1970 — Mr. Roger Buffalohead (Ponca) "Urban Indian" Mr. Buffalohead discussed the conflicts and problems confronting the Indian in the migration to the Urban setting.

April 15, 1970 — Lecture on Urban Indians
Dr. Arthur Harkins - University of Minnesota

April 15, 1970 Gene Eckstein (Chippewa) "Cultural Conflict and Change." Mr. Eckstein discussed the changing cultures of the Indian American and the problems encountered.

April 22, 1970 G. William Craig (Mohawk) "Treaties and Reservations." Treaties by the United States and American Indian Nations. The out growth of reservations and their influences on the American Indian.

April 29, 1970 Lecture H Ed. III Dr. Arthur Harkins

May 6, 1970 Gene Eckstein (Chippewa)
The psychological and sociological challenges of the Indian American citizen in the transition from the Indian reservation to an urban area.

May 13, 1970 Lecture H Ed. III Dr. Arthur Harkins

May 20, 1970 Mr. Will Antell (Chippewa) "Indian Educational Conflicts" Director of Indian Education in Minnesota, Mr. Antell presented the challenges of the teacher in Indian Education, together with their relationship to the Indian student, Indian family and Indian community.

May 29, 1970 Lecture H Ed. III Dr. Arthur Harkins
Comments from the class - final examination.

As a course requirement, each teacher taking the course for credit authored a curriculum unit for the grade level or subject area which he or she was actively teaching. The best of these units - a total of nineteen - were selected, and the over-all quality was judged to be good enough to warrant wider distribution. It was felt that the units were a good example of what professional teachers can do--after minimal preparation, that the units filled an immediate need for the enrolled teachers for curriculum material about Indian Americans, and that they served as an opportunity to test a staff development model. The units were endorsed by a special motion of the Indian Upward Bound Board of Directors.

From Indian Upward Bound Board metting--Thursday, January 7, 1971.

Certain people are asking that the curriculum guide of the NATAM series by taken from school teachings. There was discussion on this and it was suggested instead of criticizing the writing make suggestions on how to better them. Gert Buckanaga made a motion that we support the experimental curriculum guides. Seconded by Winifred Jourdain. Motion carried.

To accomplish distribution, the units were typed on stencils, mimeographed, assembled and covered. Costs were shared by the University's Training Center for Community Programs and the Training of Teacher Trainers Program of the College of Education. The units were then distributed throughout the state by shop stewards of the Minnesota Federation of Teachers, an AFT affiliate. The entirety of these distribution costs were borne by MFT.

A new NATAM series is currently being prepared. It will focus upon contemporary reservation and migrated Native Americans.

The Coordinators
May, 1971

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PURPOSE AND INTRODUCTION

The purpose of this paper is to discuss the role and program of the high school library in promoting Indian culture and contributions. Just as a unit is developed for a literature class, this paper is intended to be a unit for librarians to use in developing and maintaining a library program which will provide information and services regarding the American Indian. This unit is designed for schools where there are some Indian students as well as a need to incorporate minority history and sensitivity into the total school curriculum. Many of the points discussed in this paper will also be applicable to elementary and junior high school libraries.

The library is a collection of many materials of learning; selected, organized, and administered for service to the students and faculty. Regardless of whether the collection is in one location or is decentralized, all kinds of materials are incorporated: books, magazines, pamphlets, newspapers, maps, pictures, films, filmstrips, disc and tape recordings, slides and realia. These materials make possible the activities and services that provide for the library to be an educational force in the school. An effective on-going program of meaningful activities both within the library and elsewhere, directly affects all teachers and students. Incorporating minority history and culture should be an important part of this program as well as a part of the school philosophy.

SCHOOL LIBRARY OBJECTIVES

The objectives of the school library must be developed in each school considering the school's philosophy. In general the following objectives are appropriate:

1. The school library program reflects the philosophy of the school and enriches all parts of its educational program.

2. For the individual student, the library program offers valuable experiences and instruction that start with kindergarten and, expanding in breadth and depth, continue through the secondary school. This continuity of the library program provides for the student a cumulative growth in library skills and in the development of reading, listening, and viewing abilities and tastes.

3. The true concept of a school library program means instruction, service and activity throughout the school rather than merely within the four walls of the library quarters. All phases of the school program are enriched by means of library materials and services.

4. Every student within the school is reached by the library program according to individual needs.

5. Through varied types of materials, the collections of the library provide for the many kinds of interests that its users have, for the different levels of maturity and ability of the students, and for the wide range of demands evoked by the curriculum and the services of the modern school.

6. The library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers.

7. The library program forms one facet of an over-all guidance program in the school by making important contributions through its teaching, materials, and services to the personal, social, and vocational guidance of students.[1]

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1. American Library Association. Standards for School Library Programs, pp. 14-5.

THE ROLE OF THE LIBRARIAN

Before any library program with students and teachers can be launched, the librarian must first be prepared. A librarian brings to any school system a general background of knowledge, a major subject area concentration of knowledge and an advanced course of study in the area of librarianship. Librarians should recognize the importance of knowing the community they serve. (Community refers to the students themselves, their family background, the local communtiy characteristics and resources, the faculty, and the philosophy of the school.) A knowledge of the community to be served is the first responsibility in developing any program within the school. It must be emphasized that this is also the first responsibility in meeting the needs of Indian students within the school. Since the cultural heritage of Indian students is different than the average student, it is important to recognize that Indian students should be treated as exceptional students. Special educational concerns and programs must be maintained by the school system to help the Indian student become successful within the system and yet retain pride in their heritage and unique contributions to our American civilization.

The library should contain as many materials as possible which give an accurate, authentic appraisal of the American Indian. All types of materials, print and non-print, should be considered for purchase. The available selection tools which provide bibliographies of recommended materials for school library materials should be carefully studied. Only these materials which depict Indian culture accurately should be purchased.

The School Library Bill of Rights outlines the responsibilities of all school libraries for purchasing library materials.

> To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
>
> To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.2

The library program begins with the materials in the collection, but in order to be used most effectively, an educational program must be developed for the use of these materials.

The following objectives should become a part of the school's library program.

A. Be aware of the values and attitudes Indian students bring to the school. Exhibit an understanding and respect for these values and attitudes.

B. Study the cultural and historical background of these Indian students.

C. Know the students -- their educational background, achievements and potential. Maintain a friendly and helpful atmosphere to encourage student use of the library.

D. Promote the contributions, achievements and cultural heritage of Indian students in all phases of the library program.

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2. Ibid., p. 75

E. Know the library collection thoroughly and maintain resources which portray Indian culture and heritage accurately. Special effort will be required to maintain a collection of materials on Indians and written by Indians. Existing materials should be carefully studied for reliability and accuracy. Materials written, recorded or produced by Indians should be emphasized to demonstrate the contributions of Indians.

F. Produce attractive displays which relate to the Indian culture in order to encourage further study and appreciation of the American Indian.

G. Encourage reading by providing materials at all reading levels.

WORK WITH STUDENTS

The following points are of importance in all contacts with students using the library.

A. A thorough knowledge of the characteristics of growth from childhood to adulthood.

B. Acceptance of young people from all kinds of backgrounds.

C. A knowledge and an awareness of the cultures which make up the student body as well as the local community.

Teenagers must be accepted as individuals. The library staff must first gain the respect of these students in order to work with them. Showing a genuine interest in the students as individuals is probably the most important method in making these students feel comfortable in using the library and its resources.

This same confidence must be developed when working with Indian students. The librarian must have a knowledge of the culture patterns and the historical background of the Indians who attend the school. Every effort must be made to discover more about the student's family background, religious background and values, language patterns, and the total background of experiences which are different from the average high school student.

There is an unique opportunity for librarians to work with students in a one-to-one relationship or in small groups. The possibility of individual attention must be encouraged and emphasized as Indian students require special attention and help in meeting today's educational demands. The special help they can obtain in this situation could be of great help in the student's adjustment to school and the assignments he is asked to complete. It is hoped that these students will grow to feel welcome in coming to the library and always receive friendly assistance to encourage their use of library resources.

The following points are offered as suggestions for meeting the needs of Indian students in the school and also promoting Indian understanding to the non-Indian students.

A. Know the individual students and their achievement levels so that appropriate materials can be recommended to them.

B. Show a personal interest in students in order to establish confidence and friendship. Be ready to help at all times. Do not let the students think they are interrupting or a bother when they ask for assistance. The librarian should watch for times when assistance can be offered.

C. Supply as many types of materials as possible to meet the needs of the library program, which includes: guidance to meet individual, personal and social needs; growth in library skills; and assistance in study and research as related to the curriculum.

D. Promote personalized reading guidance in order to provide students with materials appropriate to their interests and reading capabilities.

E. Encourage students to use the library for small group meetings or clubs. Students should be welcomed to use the library for all types of activities. Suggestions for programs or resources could be made by the librarian which would further understanding of the American Indian.

F. Bibliographies and reading lists should be compiled noting materials which provide information on Indian culture, history, contributions and achievements in as many subject areas as possible. These achievements should also be pointed out in discussing the bibliographies with students. They should be distributed and made readily available to all students.

G. Attractive, eye-catching displays should be designed. to promote the use of materials which accurately describe or show Indian culture and contributions. Non-print materials, such as Indian paintings, arts, and crafts should be emphasized.

H. Students should be made aware of Indian contributions in all subject areas. Librarians can foster this knowledge when helping students locate materials for their classroom assignments. Book talks should be given and encouraged in the classroom and in the library to discuss books that accurately portray the American Indian.

I. Personal help should be given to Indian students in learning library skills as they may not have been aware of the types of services and resources available in a school library program.

J. Students should be encouraged to offer suggestions for additions to the school library's materials. The student's suggestions should be welcomed and handled with respect.

WORK WITH TEACHERS

There are many areas where librarians work closely with the school's teachers. They include: coordinating the library's program and materials with the curriculum, meeting the instructional needs of individual students, and helping teachers locate materials for classroom instruction and special classroom projects. If these activities are not pursued the library might just as well not exist in the school. Librarians must work effectively with many different students and teachers in many subject areas. It is through this part of the library program that learning materials become a part of the curriculum.

Librarians and teachers must be sensitized to all types of demands. The librarian's role in this function is demanding because of the number of areas of knowledge that are covered. Many materials and suggestions can be made available to the classroom through the library on Indian history, culture and contributions. They can become a part of each subject area and the materials and instruction offered. There are many methods which can be employed to incorporate this type of knowledge into the curriculum and into the classroom. The following list represents some suggestions that could be pursued.

A. Librarians should assume an active role when school curriculum is being planned. The instructional materials which make up an important part of the library should be interpreted and incorporated into all phases of the instructional program. Each subject area could present some relevant part of the Indian's past or present. Examples of this type of insturction might include:

   1. American Literature
      a. Read and discuss materials written by American Indians.
      b. Discover words derived from the languages of the American Indians.
      c. Study Indian language characteristics.

   2. Art
      a. Study specific phases of Indian art and their contributions.
      b. What types of Indian implements and tools were used to create this art?
      c. Indian architecture and its impact.

3. Reading
   a. Materials should be used which accurately tell the story of the American Indian.
   b. Biographies and fiction dealing with Indians should be sought.
   c. Bibliographies should be prepared which locate these materials and also grade their reading level for remedial and developmental classes.

4. Mathematics
   a. Instructional units should be constructed on various tribes and the numbering systems they developed.'
   b. Trade and barter -- What were the forms used?
   c. Calendars developed by American Indian tribes.

5. American History
   a. Units should be carefully developed to give accurate information about the American Indian.
   b. Contributions, achievements and Indian leaders could be stressed in a separate unit.
   c. Many special individual or small group projects could be assigned in this area to study the vast impact of Indians on American history.
   d. Community resources should be drawn upon for special emphasis: speakers from the Indian community; visits to Indian museums, exhibits, or sales outlets; speakers from community agencies that aid Indians and their families; speakers capable of relating Indian history; Indian craftsmen; etc.
   e. A study unit on the Bureau of Indian Affairs.
   f. A study unit on the American Indian Movement.
   g. A study unit on Federal legislation concerning the American Indian.

6. Social Studies
   a. The Indian contributions and culture should be included in all units covered in the social studies area. Many different techniques could be used to do this: speakers; individual projects; small group discussions, panels or debates: field trips; research topics for papers, oral reports, or group discussions; etc.
   b. Agencies dealing with Indian affairs could help supply materials and speakers.
   c. The local Indian Week activities might be shared by the social studies classes.

d. Special televised program dealing with the American Indian today might be assigned.
e. Indian students could share experiences with the other members of the class.
f. Current Indian problems, local or national, might be studied by the classes.

7. Music
   a. A unit on Indian contributions to American music.
   b. Indian dances.
   c. Indian music today.

8. Home Economics
   a. A study of the Indian woman,her role in Indian history, her contributions, her role in the family, and her role today.
   b. A study of Indian dress and costume.
   c. Contributions in foods and clothing.
   d. A comparison of Indian families and the American middle class family of whites.
   e. Attitudes in raising Indian children.

9. Industrial Arts
   a. Indian contributions in crafts, handicrafts, and industries.
   b. The Indian home - its architecture, furnishings, and tools.

10. Science
   a. Indian knowledgeof wild plants and their uses.
   b. Indian contributions in general science.
   c. Farming contributions.
   d. Conservation activities and contributions.

11. Humanities
   a. Religious practices of various Indian tribes.
   b. Mythology and folklore of Indian tribes.
   c. Languages and how they developed.

These ideas represent but a few of the suggestions that could be made ot teachers who are working on or writing curriculum. When librarians are a part of the curriculum team this type of suggestion can be discussed and library resources can be obtained for the students. The library can be used to research any one of these topics and librarians should be knowledgeable about Indian history to relate this type of suggestion. When this type of curriculum is evident in all school programs students will be more aware of the American Indian's contributions to our history.

B. Bibliographies should be prepared for teachers to use with their classroom units. The culture and contributions of Indians should be included and discussed with the teachers.

C. The librarians should actively participate in preparing small group and classroom assignments which are to be fulfilled using library materials. Pre-planning with the teachers and work with students while actually completing the assignment should result in the objectives of the assignment being fulfilled.

D. Many informal discussions result in new ideas for both librarians and teachers. The resources available in the school library should be emphasized, both formally and informally, as much as possible in order to create an educational program which uses these materials as much as possible.

E. Informational lists and bulletins should be distributed by the library describing new materials, speical displays, non-print materials, and programs taking place in the library.

F. The librarian should be available to make classroom visits to discuss resource materials required for special projects, reading incentive programs, new materials added to the library, characteristics of the resource materials for given areas and other topics related to the use of library materials.

OUTSIDE THE SCHOOL

A main purpose of the school library is to promote life-time reading. Students should be made aware of the services and materials available at the Public Library. It is hoped that once out of school students will continue to use libraries and make use of the materials available at the public library or other special libraries available to them. Many Indian students may not realize these otherlibrary services exist. A field trip activity might be initiated for them to tour the public library and become familiar with the personnel and the materials and services available. The librarian could set up such an activity with the Indian students in the school.

Many students use the public library along with the school library. The evening hours of public libraries make it possible for many more students to use this facility. The school librarian should establish some type of communication system with thepublic librarian. The purpose would be to keep the public librarian informed of special projects and research topics currently being studied or carried out in the school library. The public librarian is then in a better position to prepare required materials and make them available to the high school students.

This writer feels it is important to sponsor the idea of libraries cooperating with each other to form library "systems." This appears to be the only way to make materials available to as many as possible. When a library patron can go to a library and receive the desired materials from another library through interlibrary loan at the local library, then the local library is providing real library service. Some areas can not afford to provide all services and materials to their patrons. Through interlibrary loans and library systems all people will be able to obtain the desired materials from their local library.

Librarians should do as much as possible to promote acquiring accurate and authentic minority materials. Information regarding successful programs and materials should be transmitted to other librarians in the locality and through the local, state and national library associations. Biblio-

graphies and informative articles could be written for the journals and bulletins published by these associations and other library publishers. Librarians should also attend and participate in workshops, seminars, committees and organizations to transmit their ideas and successful programs.

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